



## SPRINGFIELD ELEMENTARY

1608 Florida Avenue  
Greenwood, SC 29646

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 556 Students          |              |
| <b>Principal</b>      | Alyson C. Perrin      | 864-941-5535 |
| <b>Superintendent</b> | Darrell Johnson       | 864-941-5400 |
| <b>Board Chair</b>    | Debrah Miller         | 864-374-3513 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| <b>2011</b> | <b>Good</b>     | <b>Good</b>   |
| 2010        | Average         | Good          |
| 2009        | Average         | Average       |
| 2008        | Average         | Below Average |
| 2007        | Average         | Excellent     |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

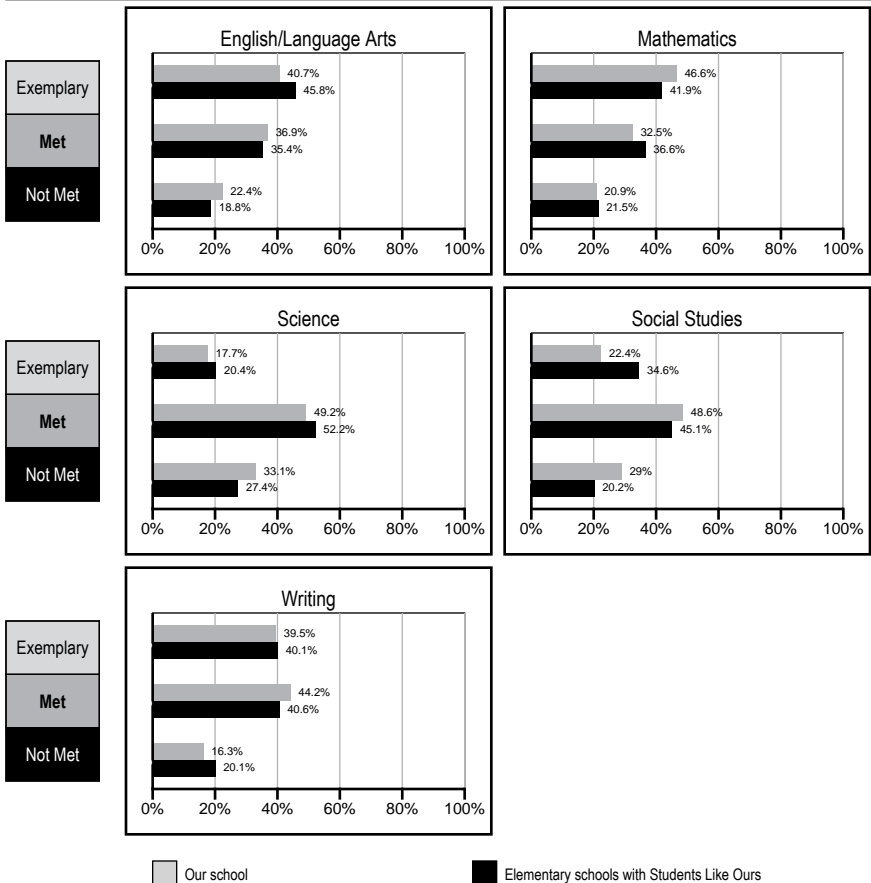
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 29        | 38   | 32      | 0             | 0       |

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=556)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.4%       | No Change             | 1.1%                                       | 1.1%                     |
| Attendance rate  | 96.4%      | Up from 96.3%         | 96.2%                                      | 96.2%                    |
| Served by gifted and talented program  | 12.1%      | Down from 14.4%       | 17.5%                                      | 13.4%                    |
| With disabilities other than speech  | 5.0%       | Down from 6.0%        | 4.3%                                       | 4.1%                     |
| Older than usual for grade   | 0.2%       | No Change             | 0.2%                                       | 0.3%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=34)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 64.7%      | Up from 63.9%         | 62.5%                                      | 62.5%                    |
| Continuing contract teachers   | 94.1%      | Up from 91.7%         | 90.3%                                      | 88.2%                    |
| Teachers returning from previous year  | 81.8%      | Up from 80.4%         | 89.3%                                      | 87.8%                    |
| Teacher attendance rate  | 93.5%      | Down from 95.9%       | 95.4%                                      | 95.2%                    |
| Average teacher salary*  | \$48,460   | Up 4.4%               | \$47,763                                   | \$46,773                 |
| Professional development days/teacher  | 10.1 days  | Down from 13.2 days   | 10.9 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | Down from 5.0         | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.0 to 1  | Down from 22.0 to 1   | 20.7 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 89.4%      | Down from 91.7%       | 90.4%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 99.9%      | Up from 98.9%         | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,659    | Down 9.1%             | \$6,922                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 67.9%      | Up from 65.8%         | 68.4%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 65.0%      | Up from 63.5%         | 66.0%                                      | 65.8%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Springfield Elementary School is continually striving for excellence amongst all of its students, faculty and staff. As a recognized 2011 PBIS ribbon school, in our first year of implementation, we strive to provide an environment that is conducive to academic and behavioral excellence. This is one of the first items that our guests notice when they visit our school. They immediately comment on the positive and focused environment throughout the building. Our focus this year was on implementing consistent expectations throughout the school. We developed these expectations and based them around the word "SHINE." "SHINE" stands for self control, honesty, independence, neatness, and engagement.

Our teachers are determined and motivated to meet the individual needs of all students. During this year, Mrs. Terri Allen was selected as our Teacher of the Year and Mrs. Kelly Rhodes was selected as both our school and district Piedmont Reading Council Teacher of the Year. Springfield was also recognized as a Palmetto Silver Award winner this year.

Technology is an ever-changing part of the curriculum. This year SMART boards were installed in all of our classrooms in order to enhance our instruction. We will continue to add new technology to our school each year as well as participate in ongoing professional development in this area. The use of technology is a great way to keep our students focused and engaged in their daily learning.

Parent and community involvement are important components that enhance our school. We hope to continue to foster this through Academic Nights, PTO, SIC, Fall Carnival, Reading Celebration, Birthday Lunches, classroom visits, and more. Our student council raised money this year for the Make a Wish Foundation through hosting a talent show and selling heart necklaces.

Our focus is always on the student. Within our Professional Learning Communities (PLC's), we continuously monitor and adjust instruction based on informal and formal assessments. These communities help us to grow as professionals and learn from one another. We will continue to strengthen these communities so that we can meet the needs of each of our students.

Courtney Lewis, School Improvement Council Chair  
Alyson C. Perrin, Principal

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 32       | 87        | 58       |
| Percent satisfied with learning environment            | 100.0%   | 96.6%     | 87.9%    |
| Percent satisfied with social and physical environment | 100.0%   | 97.7%     | 96.5%    |
| Percent satisfied with school-home relations           | 100.0%   | 96.6%     | 91.1%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |  |
|---------------------------|--|
| School Improvement Status |  |
|---------------------------|--|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.4%      | 94.0%**         | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

|  | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary* | District % Met or<br>Exemplary* | State % Met or<br>Exemplary* | Performance<br>Objective Met | Participation<br>Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 282 | 100  | 22.4 | 36.9 | 40.7 | 86.6 | 81.4 | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 143 | 100  | 28.4 | 38.1 | 33.6 | 81.3 | 78.3 | 78.7 | N/A | N/A |
| Female                       | 139 | 100  | 16.4 | 35.8 | 47.8 | 91.8 | 84.7 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 133 | 100  | 7.6  | 33.6 | 58.8 | 95.4 | 91.1 | 88.9 | Yes | Yes |
| African American             | 118 | 100  | 37.6 | 39.4 | 22.9 | 78.9 | 72   | 72.9 | No  | Yes |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 93   | I/S | I/S |
| Hispanic                     | 28  | 100  | 36   | 44   | 20   | 72   | 70.9 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 28  | 100  | 61.5 | 23.1 | 15.4 | 57.7 | 42.4 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 26  | 100  | 34.6 | 46.2 | 19.2 | 73.1 | 71.2 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 167 | 100  | 32.5 | 40.9 | 26.6 | 79.9 | 73.7 | 75.4 | Yes | Yes |

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 282 | 100  | 20.9 | 32.5 | 46.6 | 85.4 | 81.6 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 143 | 100  | 27.6 | 28.4 | 44   | 80.6 | 79.6 | 79.9 | N/A | N/A |
| Female                       | 139 | 100  | 14.2 | 36.6 | 49.3 | 90.3 | 83.8 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 133 | 100  | 4.6  | 30.5 | 64.9 | 97.7 | 92.1 | 88.9 | Yes | Yes |
| African American             | 118 | 100  | 34.9 | 36.7 | 28.4 | 74.3 | 70.8 | 71.4 | No  | Yes |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 98.1 | 94.6 | I/S | I/S |
| Hispanic                     | 28  | 100  | 48   | 24   | 28   | 68   | 73.8 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 28  | 100  | 61.5 | 23.1 | 15.4 | 46.2 | 41.6 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 26  | 100  | 46.2 | 26.9 | 26.9 | 69.2 | 74.3 | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 167 | 100  | 31.2 | 37.7 | 31.2 | 77.9 | 73.5 | 74.9 | No  | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PASS Performance By Group**

|                              | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 191                              | 100      | 33.1      | 49.2  | 17.7        | 66.9                         | 63.2                           | 68.6                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 104                              | 100      | 38.1      | 43.3  | 18.6        | 61.9                         | 63.9                           | 68.3                        |
| Female                       | 87                               | 100      | 27.4      | 56    | 16.7        | 72.6                         | 62.5                           | 68.9                        |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 90                               | 100      | 13.5      | 58.4  | 28.1        | 86.5                         | 81.3                           | 80.7                        |
| African American             | 77                               | 100      | 53.5      | 38    | 8.5         | 46.5                         | 46.3                           | 51.4                        |
| Asian/Pacific Islander       | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 91.7                           | 85.3                        |
| Hispanic                     | 22                               | 100      | N/AV      | N/AV  | N/AV        | 47.4                         | 43                             | 61.6                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 70.8                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 22                               | 100      | N/AV      | N/AV  | N/AV        | 40                           | 29.3                           | 35.7                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 42.9                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 20                               | 100      | N/AV      | N/AV  | N/AV        | 50                           | 43.5                           | 60.7                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals             | 111                              | 100      | 44.1      | 50    | 5.9         | 55.9                         | 49.5                           | 57.3                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 193 | 100  | 29   | 48.6 | 22.4 | 71   | 69.2 | 72.5 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 90  | 100  | 29.8 | 46.4 | 23.8 | 70.2 | 71.2 | 72   |
| Female                       | 103 | 100  | 28.3 | 50.5 | 21.2 | 71.7 | 67   | 73.1 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 94  | 100  | 19.4 | 44.1 | 36.6 | 80.6 | 83   | 81   |
| African American             | 78  | 100  | 36.6 | 56.3 | 7    | 63.4 | 55.5 | 60   |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.9 | 89   |
| Hispanic                     | 18  | 100  | N/AV | N/AV | N/AV | 43.8 | 57.3 | 69.6 |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 73.5 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 15  | 100  | N/AV | N/AV | N/AV | 28.6 | 35.3 | 40.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 53.8 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 18  | 100  | N/AV | N/AV | N/AV | 47.1 | 57.4 | 69.7 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 113 | 100  | 38.8 | 50.5 | 10.7 | 61.2 | 58.6 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 92                               | 100      | 16.3      | 44.2  | 39.5        | 83.7                         | 72.9                           | 73.2                        | 96.4                      | 96                          |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 49                               | 100      | 23.9      | 43.5  | 32.6        | 76.1                         | 67.7                           | 67.2                        | 96.6                      | 96                          |
| Female                     | 43                               | 100      | 7.5       | 45    | 47.5        | 92.5                         | 78.4                           | 79.4                        | 96.2                      | 96.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 35                               | 100      | 3         | 30.3  | 66.7        | 97                           | 84.5                           | 81.5                        | 96.2                      | 96.1                        |
| African American           | 47                               | 100      | 25.6      | 46.5  | 27.9        | 74.4                         | 61.2                           | 61.3                        | 96.4                      | 95.8                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 84.2                           | 87                          | 96.8                      | 98.2                        |
| Hispanic                   | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 64.2                           | 66.7                        | 97                        | 96.5                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 72.2                        | N/A                       | 94.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 11                               | 100      | I/S       | I/S   | I/S         | I/S                          | 26.3                           | 26                          | 96                        | 95                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 40.5                        | N/A                       | 95.8                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 64.4                           | 65.7                        | 97                        | 96.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 62                               | 100      | 17.5      | 50.9  | 31.6        | 82.5                         | 64.2                           | 63.2                        | 96                        | 95.5                        |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts |       |                               |          |           |       |             |                    |
| 2010                  | 3     | 102                           | 100      | 12        | 38    | 50          | 88                 |
|                       | 4     | 101                           | 100      | 24.2      | 40.4  | 35.4        | 75.8               |
|                       | 5     | 100                           | 100      | 20.4      | 41.8  | 37.8        | 79.6               |
|                       | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| 2011                  | 3     | 89                            | 100      | 15.1      | 24.4  | 60.5        | 84.9               |
|                       | 4     | 102                           | 100      | 22.9      | 39.6  | 37.5        | 77.1               |
|                       | 5     | 91                            | 100      | 29.1      | 46.5  | 24.4        | 70.9               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| Mathematics           |       |                               |          |           |       |             |                    |
| 2010                  | 3     | 102                           | 100      | 28        | 28    | 44          | 72                 |
|                       | 4     | 101                           | 100      | 26.3      | 47.5  | 26.3        | 73.7               |
|                       | 5     | 100                           | 100      | 21.4      | 31.6  | 46.9        | 78.6               |
|                       | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| 2011                  | 3     | 89                            | 100      | 20.9      | 18.6  | 60.5        | 79.1               |
|                       | 4     | 102                           | 100      | 25        | 33.3  | 41.7        | 75                 |
|                       | 5     | 91                            | 100      | 16.3      | 45.3  | 38.4        | 83.7               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
| Science               |       |                               |          |           |       |             |                    |
| 2010                  | 3     | 52                            | 98.1     | 42        | 48    | 10          | 58                 |
|                       | 4     | 101                           | 99       | 49        | 45.9  | 5.1         | 51                 |
|                       | 5     | 50                            | 100      | 30.6      | 32.7  | 36.7        | 69.4               |
|                       | 6     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | 0                             | N/A      | N/A       | N/A   | N/A         | N/A                |
| 2011                  | 3     | 45                            | 100      | 38.6      | 40.9  | 20.5        | 61.4               |
|                       | 4     | 102                           | 100      | 29.2      | 54.2  | 16.7        | 70.8               |
|                       | 5     | 44                            | 100      | 36.6      | 46.3  | 17.1        | 63.4               |
|                       | 6     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 7     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |
|                       | 8     | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2010           | 3     | 50                               | 100      | 38        | 46    | 16          | 62                    |
|                | 4     | 101                              | 99       | 34.7      | 59.2  | 6.1         | 65.3                  |
|                | 5     | 50                               | 100      | 26.5      | 40.8  | 32.7        | 73.5                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | 44                               | 100      | 26.2      | 31    | 42.9        | 73.8                  |
|                | 4     | 102                              | 100      | 33.3      | 52.1  | 14.6        | 66.7                  |
|                | 5     | 47                               | 100      | 22.2      | 57.8  | 20          | 77.8                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2010           | 3     | 103                              | 100      | 36.3      | 26.5  | 37.3        | 63.7                  |
|                | 4     | 101                              | 100      | 28        | 42    | 30          | 72                    |
|                | 5     | 101                              | 100      | 21.2      | 35.4  | 43.4        | 78.8                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 92                               | 100      | 16.3      | 44.2  | 39.5        | 83.7                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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